



Medaille College

Clinical Mental Health Counseling Clinical Skills Evaluation Form

Student Name _____ Today's Date _____

Name of Instructor/Supervisor completing this form _____

Instructor or Supervisor, complete the following evaluation on each student using the scale to the right where: 1 equals Low, the student counselor lacks competence in this area; 2 equals Low Average, the student counselor evidences some competence but needs improvement; 3 equals Average, the student counselor evidences adequate competence; 4 equals High Average, student counselor's performance is more than adequate in this area; 5 equals High, the student counselor performs extremely well in this area; and NA, student counselor evidence of the skill was not required for this course.

This evaluation is to be completed at the completion of Pre-Practicum, Practicum, Internship I and II. Students showing deficient skills necessary for the above named course (score of 1-2) require a personal meeting with the instructor at midterm and or end term to discuss results and recommended next steps. (Copies of this form to be placed in student file in administrative office of campus throughout clinical sequence. Original to be provided to student)

CL=client; CN=counselor; hx=history; dx=diagnosis; tx=treatment

Basic Counseling Skills	1	2	3	4	5	NA
Demonstrates empathy in CL relationships						
Demonstrates unconditional positive regard in CL relationship						
Demonstrates development of therapeutic alliance with CL						
Demonstrates appropriate body language with CL including eye contact, body position, and distance from CL, taking into consideration social and cultural norms of the CL						
Demonstrates facial expressions congruent with language						
Avoids questions that are too complicated or indirect						
Maintains focus on CL issue as appropriate						
Asks open ended questions						
Summarizes periodically						



Avoids answering the question for the CL or leading						
Demonstrates ability to assess for suicidal ideation, homicidal ideation; and understands differences between sexual, physical, verbal, emotional, and elderly abuse						
Knowledge of relationship between diagnosis and treatment						
Understands the concept of informed consent and uses regularly with CLs						
Understands the concept of referral and termination						
Uses silence appropriately (knows when to break)						
Paraphrases accurately						
Reflects CL content with affect						
Advanced Counseling Skills	1	2	3	4	5	NA
Confronts CLs with incongruities in a professional and appropriate Manner						
Encourages transition of session content to outside functioning						
Interrupts appropriately						
Understands the concept of and practices within ones level of competence and training						
Understands the differences between personal and professional boundaries and demonstrates appropriate use of boundaries in interpersonal interactions						
Understands appropriate application of treatment related to chemical Addiction						
Evidences knowledge of the relationship between medications and Treatment						
Demonstrates understanding of difference between crisis, disaster, and trauma counseling						
Demonstrates ability to integrate selected theory within evidenced-based Practices						
Understands systems theory						
Self-discloses appropriately						

Adapted from Cristiani & George, 1995; Bernard & Goodyear, 2004; CACREP, 2008; Engles, Minton, & Ray, 2009; NBCC; & Wong & Wong, 2003.

Professional Ethics and Manner	1	2	3	4	5	NA
Participates in class discussions and activities						
Demonstrates professional promptness in both school and client settings						
Demonstrates professionalism in discussions of conflict or concern						
Participates in professional organizations in seminars, workshops, and or other activities that contribute to personal and professional growth.						
Can label CN's professional identification						
Application of ACA Code of Ethics						
Awareness of Social and Cultural Issues	1	2	3	4	5	NA
Demonstrates awareness of own personal biases and values						
Demonstrates awareness of own racial identity level						
Demonstrates awareness of the ways others' cultural differences impact therapeutic approach and session content						
Planning and In-session time	1	2	3	4	5	NA
Demonstrates ethical and timely documentation of assessment, treatment plan, case progress notes, referral and termination, ensuring all documentation is co-signed by the clinical supervisor						
Ability to develop and implement measurable treatment goals						
Can make an accurate DSM diagnosis when appropriate						
Can implement a professional intake interview including psychosocial history and mental status examination						
Self Awareness and Openness to Supervision	1	2	3	4	5	NA
Understands the concept of and evidences regular practice of self care						
Is aware of effect on others						
Understands the differences between personal and professional boundaries and demonstrates appropriate use of boundaries in interpersonal interactions						

Adapted from Cristiani & George, 1995; Bernard & Goodyear, 2004; CACREP, 2008; Engles, Minton, & Ray, 2009; NBCC; & Wong & Wong, 2003.

Takes feedback non defensively						
Provides feedback to peers in a manner consistent with that of a CN						
Comprehends supervisory feedback and integrates it into next CL session						

Counselor-in-Training Strengths:

Counselor-in-Training Areas for Improvement

Evaluator Signature

Date

Student Signature

Date